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ABSTRACT

The project was assigned with the purpose of providing adult basic education directors in Regions 1, 2, 5 and 10 of the U.S. Office of Education with the technical capability of using staff and volunteers to organize and manage the training of volunteers to tutor adults in basic reading and writing. Two training workshops were conducted in each region for basic reading tutor training, workshop leaders training, and organizational management training. Descriptions of the workshops held in each region cover the following topics: (1) initial planning and orientation session, (2) initial workshop, (3) second workshop, (4) inservice training/consultancy visit, and (5) technical assistance. Information dissemination activities are reported and data collection methods discussed. A favorable evaluation of the program's effectiveness in achieving its objectives was based on the results gathered from formative, summative, and informal data acquired from participants and questionnaires given to the regional project directors. Data on workshops conducted by participants and the questionnaire are presented. Objectives for workshop training, workshop leaders training, and volunteer management training are appended. (Author/EC)

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FINAL TEACHER TRAINING (Staff Development)
PROJECT REPORT

for

VOLUNTEER ADULT BASIC READING
TUTORIAL PROGRAM

May 1, 1974 - July 30, 1975

Grant OEG-0-74-1803

To

ADULT EDUCATION DIVISION

Bureau of Adult, Vocational and Technical Education

Office of Education

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

LITERACY VOLUNTEERS OF AMERICA, INC. (LVA)

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KEY VOLUNTEERS

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INTRODUCTION TO LITERACY VOLUNTEERS OF AMERICA, INC. (LVA)

LVA is a non-profit organization dedicated to promoting increased literacy in the United States and Canada. It supplies trained tutors to teach basic reading and/or spoken English to adults in need of these services. LVA trains, encourages, and aids individuals and groups who work through voluntary programs. LVA is organized through a system of local affiliate and associate member groups which are supported by state organizations or directed from the national headquarters.

Following LVA's 309b Special Demonstration Project, the U.S. Office of Education (USOE) funded LVA under a 309c Teacher Training Project to work in five of the ten USOE regions as part of the National Staff Development effort.

LVA has cooperative projects with the private and public sectors. Major supporters are: state ABE directors in New England, New York, and California; Xerox Corporation; Law Enforcement Assistance Administration.

The American Council on Education has approved the LVA basic reading training and tutorial experience for three semester hours of credit at the undergraduate or graduate level.

LVA has established workable channels for delivering its services through Adult Basic Education centers, correctional facilities, libraries, industrial firms, colleges, and others.

I. PROJECT ABSTRACT

Purpose of Project - Provide each state Adult Basic Education director in U.S. Office of Education (USOE) Regions I, II, III, V, and X with the technical capability of using staff and volunteers to organize and manage the training of volunteers to tutor basic reading and writing to adults who read below the fifth grade level.

Procedures - LVA conducted two initial training workshops in each of the five USOE regions. The workshops consisted of the following three components: basic reading tutor training, workshop leaders training, and organizational management training. The objective of the training was to enable workshop participants to conduct workshops to train tutors and/or workshop leaders in their own states and to organize and manage volunteer adult basic reading tutorial programs.

LVA trained a total of 174 participants consisting of administrators, teachers, paraprofessionals, and volunteers from 26 states. In addition to the initial training, LVA conducted on site in-service visits to assist those trained participants in conducting their first workshops.

Results - A major portion of this report pertains to data collection and evaluation by the participants and Regional Staff Development Project directors who were highly favorable in their evaluations of the project. Project objectives were met as evidenced by the LVA trained participants subsequently conducting 74 workshops for 1300 new trainees. In addition, over 111 workshops are scheduled to be conducted in the next 12 months.

II. PROJECT OBJECTIVES

A. Macro Objectives

The purpose of working with the Regional Staff Development Projects was to provide each participating state ABE director in USOE Regions I, II, III, V, and X with the technical capability of using staff and volunteers to organize and manage the training of volunteers to tutor basic reading and writing to adults who read below the fifth grade level.

B. Micro Objectives

1. To meet with Regional Staff Development Project Directors (RSDPD) and staff to develop a plan of action which met the specific needs of their ABE staff.
2. To conduct a two-hour orientation presentation at a regularly scheduled regional staff development meeting.
3. To conduct a four-day workshop to train up to fifteen staff personnel from each region as designated by RSDPD and state directors. The training consisted of 18 hours of intensive instruction as follows:
   a. Twelve hours on the LVA Basic Reading Tutor Training Workshop
   b. Two hours on Workshop Leaders Training (how to conduct the Basic Reading Workshop)
   c. Four hours on Organizational Management Training (The purpose of this training was to provide the trainees with the technical capability of establishing and managing a volunteer adult basic reading tutorial program.)
4. To conduct a second four day workshop to train up to fifteen new participants in each region. The purpose of this second workshop was the same as the initial workshop (unless it was otherwise indicated by the RSDPD and individual state directors).

5. To conduct on-site in-service visits to each region. The purpose of these visits was to assist trained participants in conducting their first workshops.

III. MAJOR ACTIVITIES AND EVENTS BY REGION

LVA conducted an initial planning and orientation session, two workshops and in-service training for each of the five participating USOE regions. Details are reported on by region below:

Region I

Initial Planning and Orientation Session - Conducted by Mr. Daniel Merenda on July 29 and 30 in Portsmouth, New Hampshire. As a result of this meeting it was decided that the initial Literacy Volunteer workshop for Region I would be held in Concord, New Hampshire. Also, at that time it was decided that only people from New Hampshire would be participating in the first workshop.

Initial Workshop - Conducted by Lawrence Fidler and Daniel Merenda at Bow Memorial School in Concord, New Hampshire on August 26, 27 and 28 for eight participants from the State of New Hampshire. An evaluation of this workshop was submitted to the Office of Education on September 16, 1974.

Second Workshop - Conducted by Lawrence Fidler in Worcester, Massachusetts on February 25-28 for a total of 13 participants. An evaluation of this workshop was submitted to the Office of Education on March 7, 1975.

In-service Training Session/Consultancy Visit:

December 16, 1974 - Meeting with Mr. Fidler and Dr. Mattran at Durham, New Hampshire concerning plans for the second regional workshop

December 17, 1975 - Meeting between Mr. Fidler, Mr. Sideris, and Dr. Sousa concerning follow up activities in the State of New Hampshire

February 25, 1975 - Ms. Sharon Walton (participant in the first regional workshop) assisted Mr. Fidler in conducting the second regional workshop as part of in-service training.

May 8, 1975 - Meeting between Mr. Fidler and Mr. Matt Gill (participant in second workshop) at Cranston Correctional Facility in Cranston, Rhode Island. The purpose of the meeting was to plan follow up activities in the correctional facility for the coming year.

May 9, 1975 - Mr. Fidler attended the Region I - NAPCAE Conference in Newport, Rhode Island.

June 13, 1975 - Mr. Fidler attended the Northern New England States Home Tutor Conference in Bryant Pond, Maine.

Technical Assistance - There has been ongoing communication between Literacy Volunteers and Dr. Kenneth Mattran, Region I Staff Development Project Director. Also, LVA has been in touch with Dr. Thomas Sousa to provide him with any assistance he felt necessary for his workshops.

Region II

Initial Planning and Orientation Session - Conducted by Mr. Daniel Merenda on July 15, 16 and 17 at Rutgers University in New Brunswick, New Jersey. At that time it was decided the first workshop would be conducted for the Virgin Islands and Puerto Rico on October 21-24, 1974 (later changed to November 11-13, 1974). The second workshop was scheduled for January 7-10, 1975 to include participants from New York and New Jersey.

Initial Workshop - Conducted by Mr. Lawrence Fidler on November 11, 12 and 13 at St. Thomas, U.S. Virgin Islands for 10 participants from St. Thomas, St. Croix, and Puerto Rico. An evaluation of this workshop was submitted to the Office of Education on November 27, 1974.

Second Workshop - The second workshop for Region II was conducted by Mr. Fidler on January 8-10 in Binghamton, New York for 14 participants from New York and New Jersey. An evaluation of this workshop was submitted to the Office of Education on January 17, 1975.

In-service Training/Consultancy - There has been no request for in-service follow up although these services have been offered to the states in Region II.

Technical Assistance - There has been ongoing communication between Literacy Volunteers and Dr. Vincent DeSanctis as well as the state directors in Region II.

Region III

Initial Planning and Orientation - Conducted by Mr. Daniel Merenda on June 30 - July 2, 1974 in Morgan Town, West Virginia. As a result of this session it was agreed that the initial workshop for Region III be held at the University of Maryland in College Park, Maryland for participants from Maryland, Pennsylvania, Washington, D.C., Virginia, West Virginia, and Delaware.

Initial Workshop - Conducted by Mr. Lawrence Fidler at the University of Maryland in College Park, Maryland on September 3-6, 1974. In attendance were a total of 12 participants, two from each of the states in Region III. An evaluation of this workshop was submitted to the Office of Education on September 26, 1974.

Second Workshop - Conducted by Mr. Fidler at the University of Maryland in College Park, Maryland on February 4-7, 1975. In attendance were a total of 18 new participants while five of the participants from the first Region III workshop returned to assist in the training. An evaluation of this workshop was submitted to the Office of Education on February 21, 1975.

In-service Training/Consultancy Visits:

February 4, 1975 - Five of the initially trained participants assisted Mr. Fidler in conducting the second regional workshop as a part of in-service training.

April 25, 1975 - Mr. Fidler assisted three initially trained participants from West Virginia in conducting their first workshop at the Adult Learning Center in Charleston, West Virginia.

June 23, 1975 - Mrs. Connie Haendle assisted four initially trained participants from the Washington, D.C. area in conducting their first workshop. In attendance at this workshop were 32 new participants.

Technical Assistance - Communication has been regular between LVA and Jessie Ulin, Region III Staff Development Project Director for purposes of planning workshops in the Region. Also, all state directors in the region have been contacted regarding the availability of in-service for participants in their states.

Region V

Initial Planning and Orientation Session - Conducted by Mr. Daniel Merenda and Mr. Joseph Gray on June 17 at Bloomington, Minnesota. At this time plans were set to hold the first Literacy Volunteer workshop on August 5-8, 1974 at Nazareth College in Kalamazoo, Michigan for participants from Michigan, Ohio, Illinois, Indiana, and Minnesota.

Initial Workshop - Conducted by Mr. Daniel Merenda and Mr. Lawrence Fidler at Nazareth College in Kalamazoo, Michigan on August 5-8, 1974 for a total of 17 participants. An evaluation of this workshop was submitted to the Office of Education on August 16, 1974.

Second Workshop - The second workshop for Region V was conducted by Mr. Fidler at Nazareth College in Kalamazoo, Michigan on March 11-14, 1975 for a total of 20 participants. One participant from the first regional workshop returned to assist Mr. Fidler in conducting the workshop. An evaluation of the workshop was submitted to the Office of Education on March 19, 1975.

In-service Training/Consultancy Visits:

November 3, 1974 - Mr. Fidler attended a meeting of the Region V Advisory Board in Miami Beach, Florida for the purpose of explaining the options available for the second workshop in Region V.

December 3, 1975 - Mr. Fidler met with Mr. Rodney Dinges, Education Specialist and Dr. Wayne Giles, Director of Adult Education in Springfield, Illinois. The purpose of this meeting was to discuss follow up activities in their state. Also, at this time Mr. Fidler assisted Ms. Linda Leach, Adult Education teacher in planning for a workshop which she conducted on February 3-5 in Bloomington, Illinois.

January 14, 1975 - Mr. Fidler attended a meeting of the Region V Advisory Board meeting in Indianapolis, Indiana for purposes of explaining the status of LVA's project in Region V.

January 16, 1975 - Mr. Fidler met with six initially trained participants from Michigan for purposes of planning and assisting them in their first workshop. The workshop was conducted for 50 participants from Michigan at Nazareth College in Kalamazoo, Michigan.

June 10, 1975 - Mr. Fidler met with Ms. Linda O'Brien and Ms. Sonny Cox (Participants trained in the second regional workshop) in order to plan and assist them in conducting their first workshop which was held in Rochester, Indiana. There were 12 participants in attendance consisting of teachers, administrators, and volunteers.

Technical Assistance - Has consisted of communication between LVA and Mr. John Hatfield, Director, Region V Staff Development Project, and state directors in Region V.

Region X

Initial Planning and Orientation Session - Conducted by Mr. Daniel Merenda on July 26 and 27 at the Region X Consortium Board Meeting in Juneau, Alaska. At that time the dates of October 1-4 and January 21-24 were slated for the first and second workshops respectively.

Initial Workshop - Conducted by Mr. Lawrence Fidler at Boise State University in Boise, Idaho on October 1-4, 1974 for 19 participants from Idaho, Oregon, and Washington. There were no participants from Alaska involved in the first workshop but six participants from Alaska attended the second workshop in Seattle. An evaluation of the first workshop was submitted to the Office of Education on October 15, 1974.

Second Workshop - The second workshop for Region X was conducted by Mr. Fidler on January 21-24 at the Battelle Research Center in Seattle, Washington, In attendance were 41 new participants. They were divided into two separate meeting rooms in order to facilitate the training activity. Four participants who were trained in the first workshop for Region X returned to serve as leaders in this workshop. Two leaders were assigned for each room while Mr. Fidler and Mrs. Connie Haendle from Literacy Volunteers coordinated the efforts in the two meeting rooms. An evaluation of this workshop was submitted to the Office of Education on February 14, 1975.

In-service Training/Consultancy Visits:

January 21, 1975 - Meeting with Mr. Fidler, Mrs. Haendle, and the four initially trained participants who conducted the Seattle workshop. The purpose of this meeting was to plan their presentation as part of in-service training.

May 21, 1975 - Meeting at the Juneau-Douglas Community College Adult Learning Center in Juneau, Alaska. Mr. Fidler assisted local and state staff in planning a volunteer tutorial program. Also, additional training was provided for a group of volunteers who were initially trained by a staff person in the Learning Center. As a result of this meeting the local program is planning on the recruitment of 20 additional volunteers. Also, a proposal was submitted to the Right to Read program to expand such a program throughout the state.

Technical Assistance - Has consisted of ongoing communication between LVA and Dr. Aubrey Gardner, Region X Staff Development Project Director and state directors in Region X.

IV. CHANGES AND INNOVATIONS

Workshop Slides and Tapes - According to the original terms of the project, each participating region was to receive two sets of the workshop (slides and tapes). However, soon after the project was underway, it was realized that two sets for each region were not able to meet the training needs in the individual states. Therefore, LVA informed each Regional Director that they could receive additional sets, one for each state in their region. As a result extra sets were provided upon request to the Regions in the following manner:

Region I	6 states - 2 extra sets	= total 4 sets
Region II	4 states - 2 extra sets	= total 4 sets
Region III	6 states - 4 extra sets	= total 6 sets
Region V	6 states - 4 extra sets	= total 6 sets
Region X	4 states - 2 extra sets	= total 4 sets

Workshop Overview - In addition to the workshop slides and tapes, LVA initially supplied each participating region with two sets of the Workshop Overview. Soon after LVA produced a new and improved overview. This revised set was also sent to each region (two per region). This package consists of one cassette, 80 slides and one accompanying script. This set is very helpful for those train[illegible] participants who will be conducting a brief presentation of the training techniques prior to commencing a full workshop.

Workshop Leader's Training - The first three regional workshops included workshop leader's training near the conclusion of the workshop. However, since one of the objectives of the workshop is to train workshop leaders, it was decided that it would be more effective to present this training at the onset of the workshop. In this way the participants would be able to view the remainder

of the workshop training from the perspective of being workshop leaders. As a result of this restructuring, workshop participants have a clearer idea of the intent of the training.

Workshop Leader's Handbook - This publication has recently been developed by Literacy Volunteers staff to assist workshop leaders in conducting the tutor training workshop. Since it is a new publication, it was not available to participants in the first five workshops. However, it was later provided to participants in the remaining workshops. Also, copies were sent directly to all previously trained participants from the five initial workshops.

Community Relations Handbook - This is a new publication developed by Literacy Volunteers to assist those involved in the organization and management of community based volunteer adult basic reading tutorial programs. This handbook has been made available to all participants trained in the ten regional workshops.

Objectives and Post Test - There were originally 103 objectives stated for the workshop. Since the project has begun, these objectives have been revised and reduced to a total of 59.

The post test, which is based on the stated objectives, has also been revised and reduced from 20 to a total of 12 questions.

In-service Training - According to the original project plans, in-service training was to consist of regrouping the originally trained participants in each region for a one day session of review and planning. However, upon consulting with the Regional Project Directors and the individual state directors, this approach was found to be both undesirable and ineffective. Therefore, it was decided that it would be more productive if a member of LVA's staff could conduct on site visits to assist the originally trained participants when they were conducting their first workshop. In this way LVA could help the trainers plan the workshop in addition to initiating the

first session of the workshop. This approach has been found to be very effective since it gives added support to the new trainers as well as providing direct feedback to LVA regarding the effectiveness of the initial training.

In Regions III, V, and X it was decided that it would be more effective to combine in-service training with the second regional workshops. This consisted of training new participants from the region while participants trained in the first workshop assisted a staff person from Literacy Volunteers in conducting the workshop. This method provided additional practice for the originally trained participants as well as enhancing the overall operation of workshop sessions.

V. DISSEMINATION ACTIVITIES

Workshop Evaluations- Workshop evaluations were sent to each Regional Program Officer, Regional Staff Development Project Director, and state director in the participating regions within two weeks of the completion of each workshop.

Newsletters - Information on the Literacy Volunteers Project has been published and disseminated in regional newsletters. Literacy Volunteers has also published project news in its own national newsletter which is forwarded to all state ABE directors, Regional Program Officers, and Regional Staff Development Project Directors.

Semi-Annual Performance Report - This report was sent to the Office of Education, the Regional Program Officer, Regional Staff Development Project Director, and each state ABE director in the participating regions.

Final Report - This report was sent to the Office of Education, all Regional Program Officers, Regional Staff Development Project Directors, and state ABE directors. Also copies were sent to the Erie Clearinghouse on Career Education and the Multi-Media Center for ABE.

National Adult Education Clearinghouse - LVA will provide reports to the Division of Adult Education, USOE for possible dissemination.

Conferences - LVA staff attended and conducted presentations on the project and the general LVA program at the following conferences:

Discovery '74 - May 1974, Washington, D.C.

ABE Commission Conference - March 1975, San Francisco, California

Second Annual Adult Education Conference - Region I, May 1975, Newport, Rhode Island

American Library Association Conference - July 1975, San Francisco, Calif.

Conference on Community Adult Literacy Programs - June 1975, Athens, Ga.

36th Annual Reading Conference - June 1975, Athens,Georgia

VI. DATA COLLECTION AND EVALUATION

A. Evaluation of Workshops Conducted by LVA

The evaluation plan involved monitoring and evaluating both the process and product of its training in terms of meeting the project objectives by supplying formative and summative data through informal and objective measures of the initial four-day training workshops as described below:

1. Formative data - During the initial training, participants received direct instruction in tutoring methods by means of slides and tapes; watching demonstrations of the techniques taught; practicing these techniques in one-to-one situations. These practice sessions provided the opportunity for the trainer to evaluate the participants' grasp of the techniques taught and allowed the trainer to take corrective action where the need was indicated. All participants were asked to demonstrate the competencies stated within the objectives. The results of the formative evaluation based on daily observation of the performance of 174 participants in five separate categories follows:

Technique	% of those successfully demonstrating the technique	% of those who need practice on that technique
Experience Story	96.9	4.1
Sight Words	92.6	7.4
Phonics	86.2	13.8
Phonics-in-Pattern	96.2	3.8
Applying All Techniques	85.8	14.2

2. Summative data - In order to assess the effectiveness of the training conducted, each participant was given objectives for each segment of the training as it was presented. Participants were asked to review the objectives after each session to determine for themselves whether they could perform the stated objectives. At each subsequent session the objectives of the previous day's session were reviewed and discussed. At the close of the training the 12 key objectives identified as most central to tutor competence were tested in an open book written test. Participants were not asked to sign their names to the post test. The purpose of this test was to assess the overall effectiveness of the training and not to assess the individual participant's competence.

The results of the Written Post Assessment Summative Evaluation for the first four workshops conducted in Regions I, III, V, and X follows: (45 participants total)

Question	No. of Correct Responses	No. of Incorrect Responses
1	44	1
2	43	2
3	44	1
4	42	3
5	38	7
6	35	10
7	41	4
8	41	4
9	30	15
10	38	7
11	39	6
12	39	6
13	38	7
14	43	2
15	42	3
16	41	4
17	41	6
18	42	3
19	39	6
20	GENERAL COMMENTS	GENERAL COMMENTS

Results of Written Post Assessment Summative Evaluation for six workshops conducted in Regions I, II, III, V, and X. (Data is based on 105 participants' responses. See Appendix for questions.)

Question	No. of Correct Responses	No. of Incorrect Responses
1	98	7
2	100	5
3	83	22
4	91	14
5	85	20
6	46	59
7	85	20
8	83	22
9	75	30
10	95	10
11	94	11
12	85	20

3. Informal data - Each participant was asked to respond to an informal questionnaire concerning their opinion of the training received. A summary of written responses of 174 participants to the following questions: (These questions were asked of participants involved in all ten workshops)

   a. Do you feel you are able to demonstrate the five teaching techniques presented in the Tutor Training Workshop (on slides and tapes)?

      -- 100% of the participants responding felt they were able to do so

   b. Do you feel that you could conduct the Tutor Training Workshop? If so, under what conditions? For example, do you need more practice and/or assistance?

      (1) 100% of the participants felt they could conduct the workshop

      (2) 63% of the 174 participants felt they would need practice and/or assistance

   c. Do you feel that the objectives were helpful in that they clarified training intentions?

      -- 93% of the participants responding felt the objectives were helpful

The following four questions were asked of participants in the last seven workshops:

d. In comparison to other workshops you have taken, the amount of work required for this workshop was:

(1)	Very little	13%
(2)	Below average	13%
(3)	Average	42%
(4)	Above average	31%
(5)	Excessive	1%

e. Would you recommend this workshop for:

(1)	Professionals	10%
(2)	Volunteers	7%
(3)	Paraprofessionals	10%
(4)	All of the above	57%
(5)	(2) and (3) above	10%
(6)	(1) and (2) above	4%
(7)	Would not recommend this workshop for anyone	2%

f. In comparison to other workshops you have had, how would you rate this one?

(1)	Outstanding: a definitely superior workshop; among the best I have had.	43%
(2)	Very good: a fine workshop possessing many, but not all those characteristics that mark a truly outstanding workshop	37%
(3)	Good: a solid, competent,average workshop	9%
(4)	Fair: a somewhat less than solid, competent, average workshop	11%
(5)	Poor: definitely inferior; among the poorest workshops I have had	0%

g. How would you rate the reading material in the workshop?

(1)	Very interesting and stimulating	41%
(2)	Fairly interesting	48%
(3)	Sometimes interesting; sometimes uninteresting	11%
(4)	Fairly interesting	0%
(5)	Very uninteresting and unstimulating	0%

B. Summary Data on Workshops Conducted by LVA Trained Participants

The following is information on workshops conducted by participants who were initially trained in the ten regional workshops by LVA. (Note that there are two categories of workshops: one for the training of tutors and one for the training of workshop leaders.)

1. Tutor Training Workshop

No. of workshops conducted: 63

No. completed training:

Volunteers	186
Paraprofessionals	205
Professionals	694
TOTAL	1,085

No. of trainees now tutoring *385

*Majority of participants did not take the workshop to become tutors but as in-service training to help them as ABE teachers.

2. Workshop Leaders Training

No. of workshops conducted 11

No. completed training:

Volunteers	20
Paraprofessionals	21
Professionals	174
TOTAL	215

3. Number of workshops scheduled or anticipated for the next 12 months: III

C. Evaluation by Regional Staff Development Project Directors

The following questions were asked to each of the five Regional Staff Development Project Directors. There responses are indicated after each question.

1. In your estimation has the project fulfilled one of its major objectives which is to provide the state ABE directors with the technical capability of establishing volunteer adult basic reading programs?

   -- All Directors answered Yes.

2. On the basis of the following scale, please rate the training and consultancy presented by Literacy Volunteers during the project.

Regions	
_____	a. Definitely inadequate and poorly planned
_____	b. Inadequate in parts
_____	c. Fair; on the whole, adequate training
I,II, III, V	d. Good; more than adequate training
X	e. Excellent; definitely superior training

3. Regarding the training and consultancy;

   a. What would you consider to be the strongest points?

Regions	
I	Its organization and the high caliber of consultants
II	The follow-up - The interest in what actually happened to the participants
III	The materials are clear, staff was helpful, well designed program.
V	Well organized training program and well informed consultants
X	Excellent materials and training workshop

b. What areas could be improved?

Regions	
I	Portions of the content dealing with phonics
II	Continued involvement with some states that could increase their Literacy Volunteer Program substantially, far more than they have.
III	Add to the training packages materials on program management.
V	More detailed advanced workshop information, including agenda (detailed) and expected outcome for each participant.
X	Add more materials to training package.

4. How would you rate the overall reaction to the project in your region?

Regions	
_____	a. Poor
_____	b. Fair
I, II, III, V	c. Good
X	d. Excellent

5. Would you recommend the Literacy Volunteers training to:

Regions	
I	a. State ABE directors
II, III	b. State Right to Read Agencies
I, II, III	c. Volunteer Agencies
V, X	d. All of the above

6. Would you recommend the workshop training for:

Regions	
_____	a. Professionals
II	b. Volunteers
II	c. Para-professionals
I, III, V, X	d. All of the above
_____	e. Would not recommend this workshop for anyone

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7. Other comments:

Regions	
I	We appreciate the opportunity to have had LVA's project available.
II	I believe the Literacy Volunteer program reflects a need to involve their delivery systems as partners in the ABE program. Although both accepting the same goal of literacy - different approaches increase options and create an atmosphere that no one way is the best.
III	The program taught the people what to do with the skills after they've had the training (program development).
V	The LVA trainers are very professional and have made a significant contribution to the field of adult education. The training materials are more than adequate and have been revised and up-dated periodically. Hopefully, the states will continue their association with LVA on an associate basis. Local programs also should become affiliated with LVA in order to have ongoing staff development. I am definitely interested in seeing learning disabilities to be included in the LVA training materials. Thanks again for the excellent communications and willingness to cooperate with the Region V Staff Development Project.
X	Excellent Project - Region X has benefited greatly.

APPENDIX

WORKSHOP TRAINING OBJECTIVES

Upon completion of each segment of tutor training the participants will be able to:

Segment B - Experience Story

1. Define experience story.

*2. List at least two advantages of using the experience story as a teaching tool.

*3. Demonstrate the steps to be followed in applying the experience story.

4. Describe how the experience story can be used with students ranging in ability from non-readers to advanced readers.

5. Describe how the teacher can utilize magazines and newspapers in teaching.

6. Describe how to use an experience story file to aid students who are having difficulty with words.

Segment C - Sight Words

1. List two definitions of reading.

2. Select appropriate materials based on an understanding of his/her student.

*3. Define the term sight words, describing the two categories of words usually classified as such.

4. List several examples of the "common sight words."

*5. Demonstrate the steps to be followed in teaching sight words.

6. Demonstrate the use of sight words in building sentences.

Segment D - Phonics

*1. Explain why phonics is such an important part of a lesson.

2. Demonstrate the ability to verbalize the sound each letter represents as presented in the workshop.

3. Explain in terms understandable to a student that each letter in a word is a symbol for a corresponding sound.

*4. Demonstrate the technique for teaching individual letter sounds as explained in the workshop.

5. Describe how to use newspapers or magazines as supplemental materials when teaching phonics.

6. Construct a "letter-sound dictionary."

*7. Identify those consonants which have sustaining sounds and therefore are probably most easily learned by beginning readers.

Segment E - Phonics-in-Pattern

*1. Describe the skills needed before beginning the phonics-in-pattern techniques.

*2. Demonstrate the teaching technique for teaching "words in pattern."

3. Demonstrate the use of a technique to help students who have difficulty rhyming.

4. Identify some letter clusters which occur frequently and are valuable for the student to know as a unit.

5. Help the student recognize new words in his reading vocabulary by suggesting patterns on which to build.

6. Help the student build up associations between letter clusters and their sounds so that when he meets a word he has never seen, he has a way to divide it into parts, to try out a pronunciation.

Segment F - READ Test

* 1. List two purposes which the READ test serves.

· 2. Identify the purpose of Part I of READ.

3. Identify the part of the READ test which shows the student's strengths and weaknesses in word attack skills.

4. Determine word recognition and comprehension level of a student by using part III of the READ test.

5. Explain the purpose of testing to the adult student in a way that will not frighten him/her.

6. Determine when a testing session should be stopped.

7. Administer and interpret all sections of the READ test.

8. Use the test summary sheet to record testing data.

Segment G - Applying All Techniques

1. Define the four techniques learned thus far for teaching of reading.

2. Apply all techniques in teaching a lesson.

3. Determine which teaching techniques to use given a hypothetical student problem.

Segment I - Lesson Plans and Goals

*1. Describe the difference between long term and short term goals, giving an example of each.

2. List two reasons for using a lesson plan.

3. List the four parts of the teaching sequence to be used in instruction.

*4. Describe the two ways in which a lesson plan can be used during an actual teaching session.

5. List three elements of a good lesson plan.

6. Construct a lesson plan based on the individual needs of a student.

*These objectives are included in the post-assessment test.

WORKSHOP LEADERS TRAINING OBJECTIVES (TRAINERS OF TUTORS)

Upon completion of this training the participants will be able to:

1. Prepare a detailed workshop time schedule appropriate for a specific situation, modeling it on the outline found on pages 31-33 of LEADER.
2. Prepare a plan for presenting LVA's workshop including a check list of all mechanical details, arrangements, and supplies to be ordered.
3. List materials needed by tutor-trainees at the workshop.
4. Prepare homework assignments to correspond with the workshop time schedule.
5. Instruct one-to-one (OTO) leaders on their responsibilities.
6. Determine teacher competency evaluation design.
7. Describe the basic library books used in display.
8. Use the Literacy Volunteers Tutor Training Workshop script and tapes.
9. Demonstrate each of the teaching techniques taught during the workshop.
10. Plan the meeting with the workshop team and determine what should be done.
11. Plan workshop "follow-up" activities.
12. Prepare post-workshop instructions for trainees.

OBJECTIVES FOR VOLUNTEER MANAGEMENT TRAINING

Upon completion of this segment of the training the participants will be able to:

1. Outline the basic function and structure of a community based volunteer tutorial organization.

2. Construct a plan for an initial needs assessment of their local programs to include but not limited to:

   What are their students' needs?
   How does their staff feel about volunteer programs?
   What other local volunteer programs exist?

3. Identify a prospective coordinator of volunteer tutors for their local programs.

4. List at least five duties of a coordinator of volunteer tutors.

5. Determine objectives for the recruitment of volunteers at their local program to include but not limited to the following:

   Number of volunteers needed
   Where volunteers will be working
   Qualifications for volunteer tutors
   Number of students each volunteer will be expected to teach

6. List the methods of recruiting volunteer tutors that they would employ for their local programs.

7. Prepare presentations of the volunteer tutorial program for various community groups to include but not limited to the following:

   The problem of illiteracy (national and local)
   Brief synopsis of the tutoring
   Background of LVA
   What one can do to help

8. Determine what form of group presentation would be most suitable.

9. Prepare an outline of an orientation session for volunteer tutors.

10. Explain the need for the procedures involved in:

    Student-teacher matching
    Post workshop instruction
    Tutor supervision
    In-service training

11. List at least 3 essential elements that a volunteer needs to be effective.

12. List at least 3 methods of increasing volunteer motivation.

13. Construct an outline of an evaluation plan in order to assess the effectiveness of the program.

14. Prepare a detailed plan (using objectives #2-13 as a guide) for the implementation of a volunteer tutorial program in their own agencies or organizations.